

Simplified Rubric for Assessing Creative Thinking

	Not Satisfactory	Satisfactory
<u>Creative Thinking:</u> Students will (1) combine or synthesize existing ideas, images, or expertise in original ways and (2) think, react, and work in imaginative ways, characterized by innovation, divergent thinking, and risk taking	Student does not satisfactorily demonstrate creative thinking attributes.	Student satisfactorily demonstrates creative thinking attributes by applying innovative and divergent thinking.

Details Behind Simplified Rubric

	Needs Improvement	Satisfactory	Exceeds Expectations
<u>Creative Thinking:</u> Students will (1) combine or synthesize existing ideas, images, or expertise in original ways and (2) think, react, and work in imaginative ways, characterized by innovation, divergent thinking, and risk taking.	<ul style="list-style-type: none"> • Student successfully reproduces an appropriate exemplar, but stays strictly within the guidelines of the assignment. • Student uses only a single approach to solve the problem. • Student acknowledges/mentions in passing alternate, divergent, or contradictory perspectives or ideas. • Student reformulates a collection of already available ideas. • Student recognizes existing connections among ideas or solutions. 	<ul style="list-style-type: none"> • Student creates an entirely new object/solution/idea that is disciplinary-appropriate or successfully adapts an appropriate exemplar to his/her own specifications. • Student actively incorporates new directions or approaches into the assignment without going beyond the guidelines of the assignment. • Student selects a logical, consistent plan to solve a problem from a list of alternatives by considering and rejecting less acceptable approaches. • Student recognizes and incorporates into the assignment alternative, divergent, or contradictory perspectives. • Student experiments with creating a novel or unique idea/question/format/product in an effort to synthesize ideas or solutions into a coherent whole. 	<ul style="list-style-type: none"> • Student evaluates the creative process and final product using disciplinary-appropriate criteria. • Student actively seeks out and follows through on untested and potentially risky directions/approaches to the assignment. • Student develops a logical, consistent plan to solve the problem, recognizing the consequence of the solution. Student can articulate the reason(s) for the plan. • Student extends a novel or unique idea/question/format/product to create new knowledge that crosses boundaries by integrating alternate, divergent, or contradictory perspectives. • Student transforms ideas or solutions into entirely new forms.